MSRP State Meeting
Middle School and High School
February 27 and 28, 2013

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Welcome

- Review agenda format
- Silence phones
- Parking lot
- Limit side-bar conversations
- Take advantage of time to learn from each other

Objectives

- Provide time for ISIP Q and A

- Share Montana Literacy Plan

- Review the Continuous Improvement Cycle
  - Analyze Student Level Data
  - Analyze School-wide Data

- Provide strategies for utilizing technology

- Introduction to Course Organizers

- Learn more about vocabulary instruction and active engagement

- Revise MSRP processes and update Action Plans

Action Plan Templates Available

Montana Literacy Plan

Montana Literacy Plan

- ## Converging Evidence
  - Common Core Standards

- ## MT Experience
  - RTI Project, Reading First, Early Reading First, School Improvement
  - Teachers, Administrators, OPI, Consultants

- ## Other States' Plans
  - Oregon's Plan
  - Washington's Plan
  - Alabama's Plan
  - Colorado's Plan
  - Florida's Plan

MLP History:
Montana Literacy Framework

In December 2010, the Montana Office of Public Instruction received a Striving Readers Comprehensive Literacy grant to support the work of a MT Statewide Literacy Team to develop and implement a comprehensive literacy plan, the MT Literacy Plan, to address the needs of students from birth through grade 12.

Statewide Stakeholder Team

Colette Getten	Skyline Early Reading Coach
Denielle Miller	Early Childhood Specialist
Sharon DiBrito	Early Childhood Care Provider
Robin Nansel	K-6 Elementary and Instructional Coach
Trish Shults	PreK-High School Sped and Gifted
Margaret Brown	K-6 Reading Teacher
Karol Gustin	2-8 Instructional Coach
David Lee Christensen	7/8 Language Arts Teacher
Mary McGarry Burke	K-12 Instructional Coach
Kathy Pfaffinger	High School
Perri Sherrill	High School English
Dr. Jan LaBony	Post-Secondary
Terri Barclay	OPI
Debbie Hunsaker	OPI
Kris Goyins	OPI

MSRP History

- Montana applied for Striving Readers Comprehensive Literacy Program in May 2011

- Awarded $7.6 Million September 2011 for the SY 2011-2012

- Birth to grade 12

- Received just under $7 million for the SY 2012-2013

- Waiting to hear about 2013-2014 and beyond

- May be awarded up to five years, contingent upon Congressional appropriation of funds and sufficient progress in meeting the goals of the program.
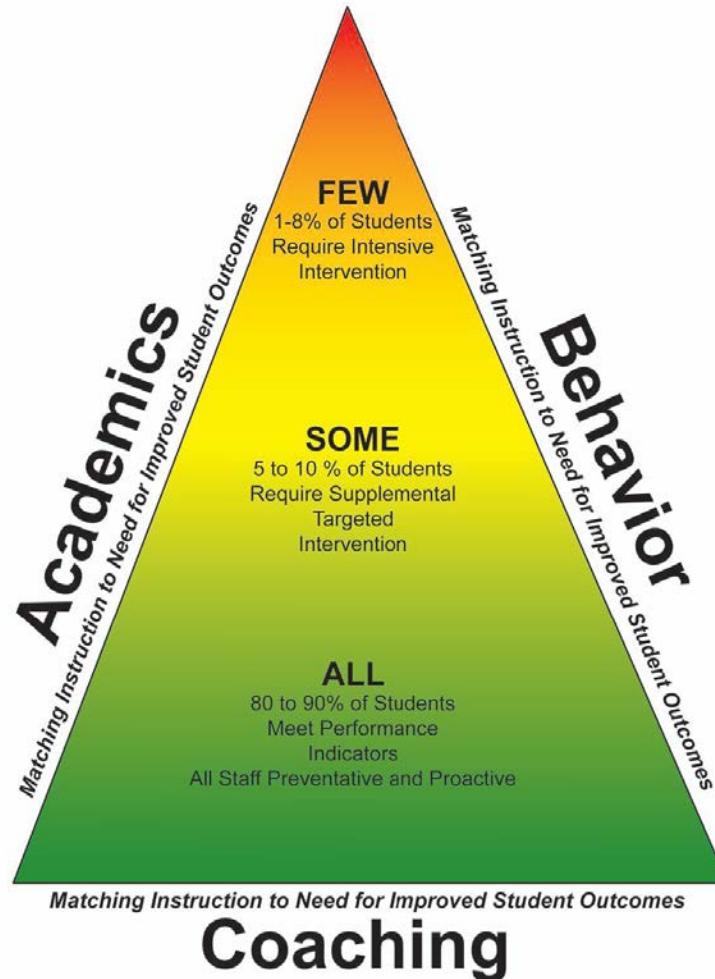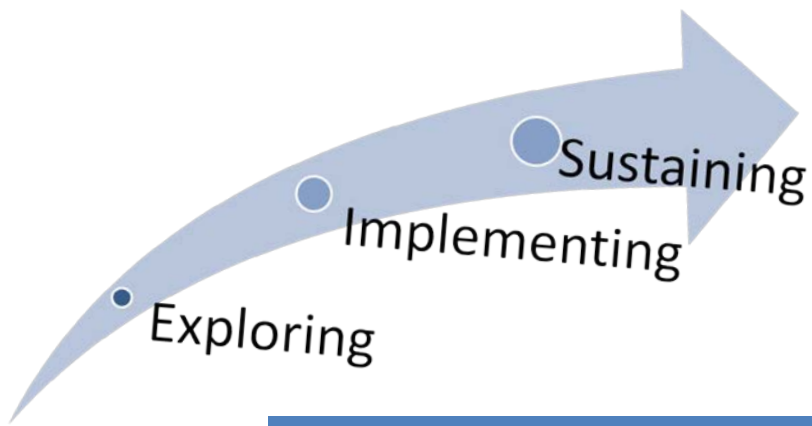
One of Six States

- Georgia
- Louisiana
- Nevada
- **Montana**
- Pennsylvania
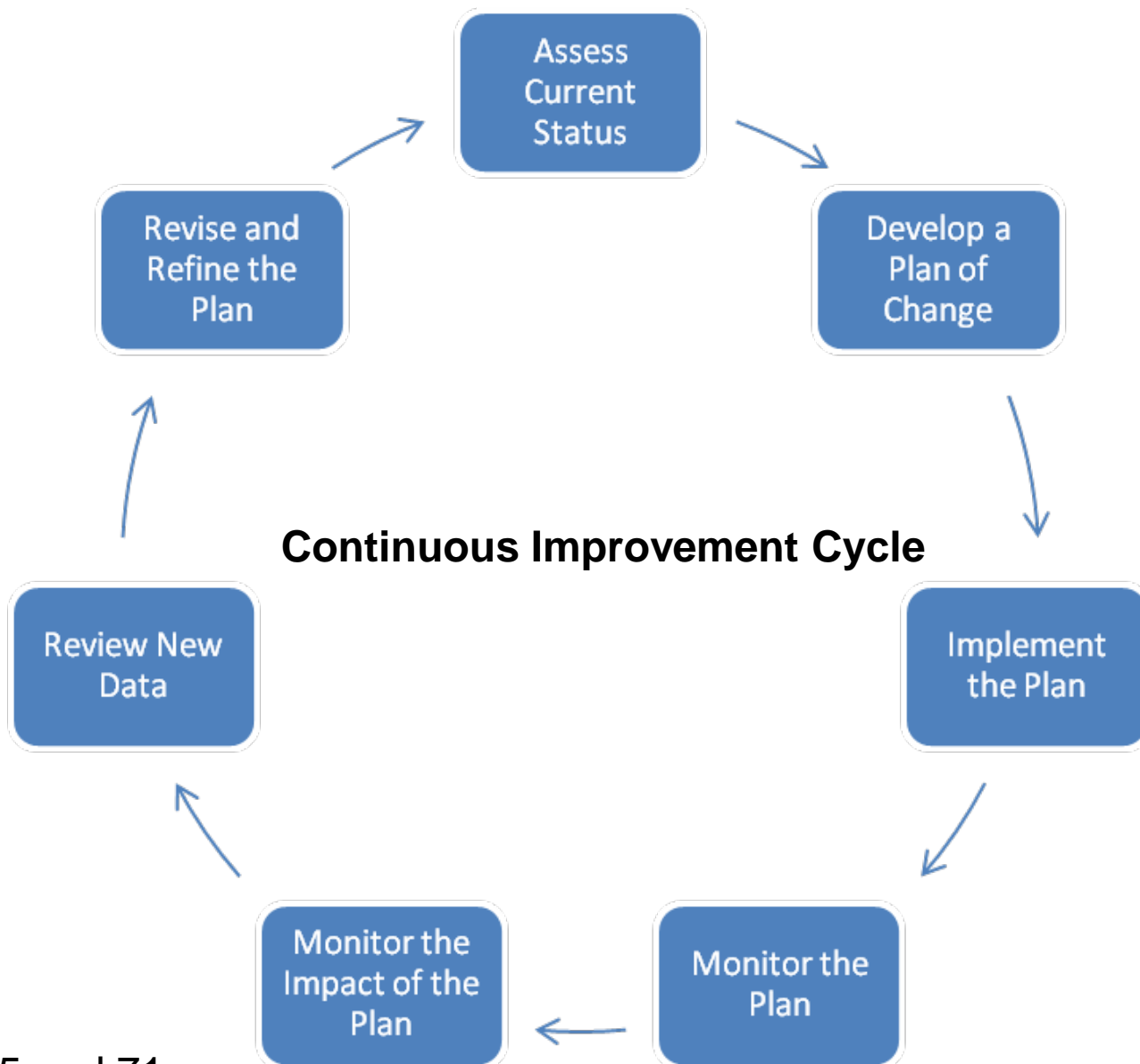- Texas

Multi-tiered System of Support (aka: RTI)

MLP pgs. 25-26

Continuous Improvement Components

1. Instructional Leadership

2. Standards

3. Instruction and Intervention

4. Assessment and Data-based Decision Making

5. Professional Development

6. System-wide Commitment

7. Community and Family Involvement

MLP Pgs. 3-52

Continuous Improvement Cycle

Assess Current Status → Develop a Plan of Change → Implement the Plan → Monitor the Plan → Monitor the Impact of the Plan → Review New Data → Revise and Refine the Plan

MLP pgs. 55 and 71

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THREE CYCLES THAT WORK TOGETHER TO CONTINUOUSLY IMPROVE STUDENT LITERACY ACHIEVEMENT

1. STUDENT
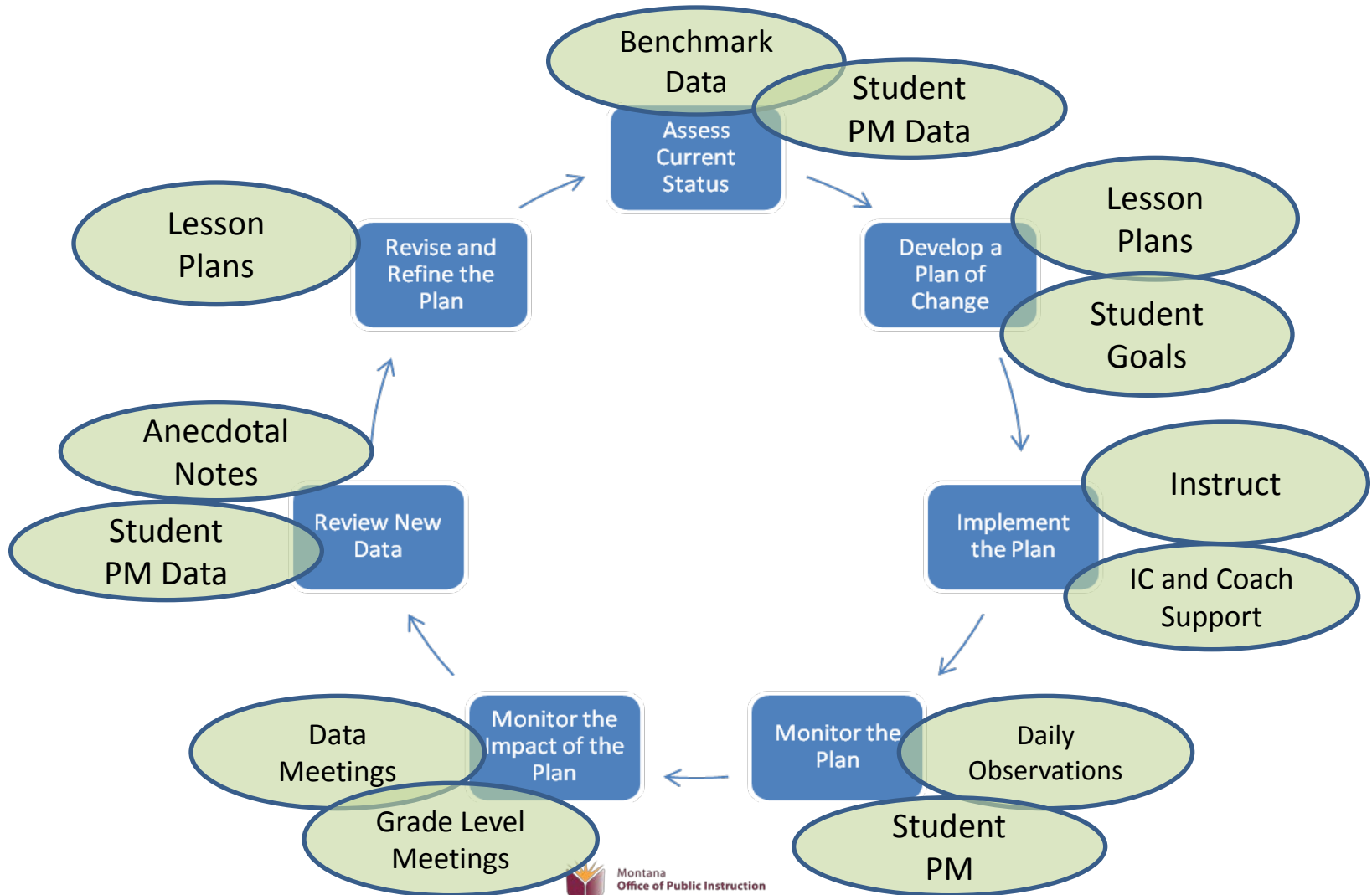**2. TEACHER**
3. SCHOOL

Shared Language

- Leadership Meetings
  - Occurs Regularly (Min. 1x/mo.)
  - Review school-wide data and develop an action plan with detailed action steps to continually improve instruction
  - Equal staff representation
- Data Meetings
  - Occurs regularly (1st and 3rd Tuesday of the month)
  - May be set up in various ways
  - Discuss student data and develop plans for changes in instruction
- Grade Level Meetings
  - May also be called "Planning Meetings" or "Content Meetings"
  - Occurs weekly
  - Includes….
    - Joint planning time
    - Time to discuss instructional delivery
    - Time to discuss student data

Shared Language

- Daily Student Observations
  - Done by the teacher during literacy lessons
  - Anecdotal notes are recorded regarding progress
- Classroom Observations
  - Longer observations (an entire lesson 20 min - 90 min)
  - Can be conducted by IC, Coach, Peer, Principal
  - Often tied to staff development goals or personal teacher goals
    - Important to make time to provide feedback (pre/post conferencing)
  - May be done in "Instructional Rounds"
- *i*Walkthroughs
  - Only done in short 3 - 5 minute time frames
  - Data is entered into the iWalkthrough software system on the iPad, computer, or iTouch
  - Reports can be generated to show school-wide findings

Student
Continuous Improvement Cycle

Classroom Teacher
Data Notebooks

- Benchmark data for all students

- Progress monitoring data for all students

- A tab for every student for anecdotal notes

- Data and grade-level meeting notes

- Goals (school, grade level, class, intervention groups, and students)

- Self-reflection documentation and goals

Teacher
Continuous Improvement Cycle
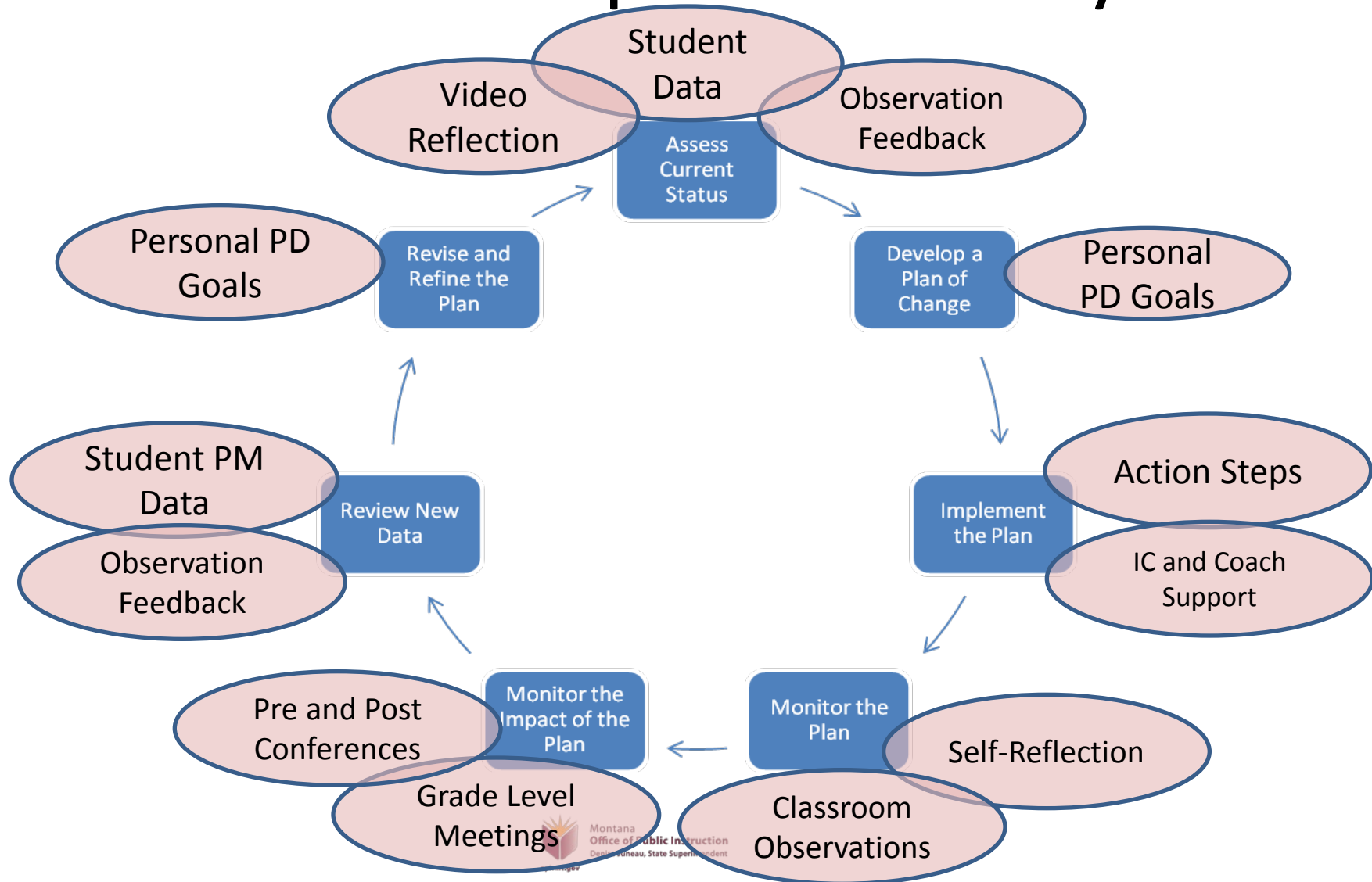
Teacher Self-Reflection Documentation Recommendations

- Self-Reflection Protocol
- Observations
  - Peers, coach, IC, principal, state team member
  - Pre-conference planning
  - Post-conference discussion and goal setting
- Record a literacy lesson to view on their own and discuss with someone (3 x/yr.)
- Planning should include
  - Current personal learning or PD goals
  - Action steps to achieve those goals
  - Completion dates for current goals
  - Dates to follow-up on goals and to refine goals or begin new goals

School-wide Continuous Improvement Cycle
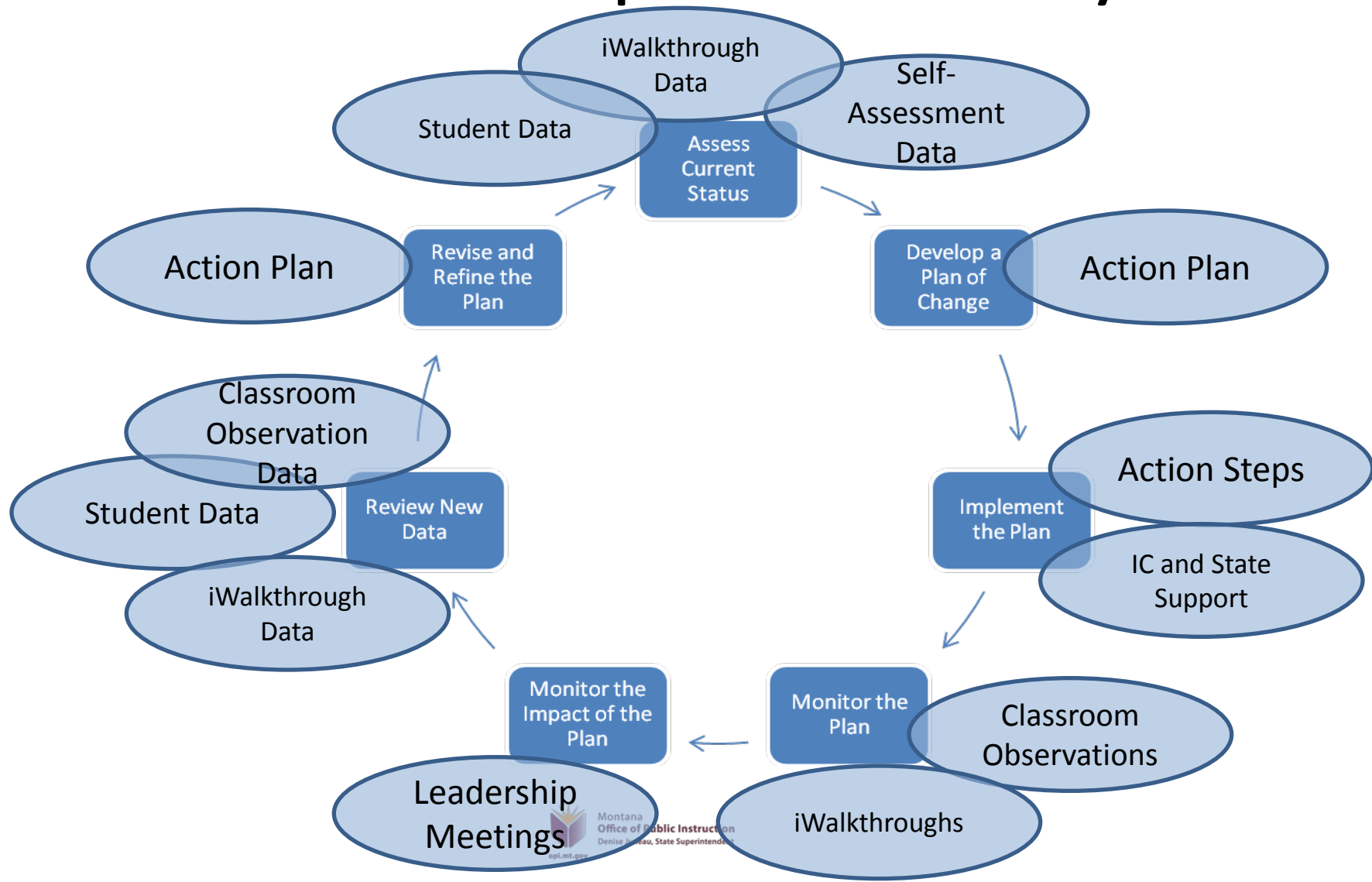
Leadership Team
Data Notebooks

- Leadership meeting notes
- Action plans that include detailed action steps
- Archived action plan and important information that shows that action goals have been completed
  - iWalkthrough reports that provide evidence for goals
- School-wide student benchmark data for the year
- Grade-level data from benchmark periods
- Goals
  - School-wide goals
  - Grade-level goals